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ABSTRACT

The purpose of this study was to construct a data base concerning the home background of Puerto Rican students as it relates to present and potential educational programs. The focus was on parental perceptions of educationally relevant variables in hopes of improving the planning and implementation of educational programs by school and community groups to better meet the needs of Puerto Rican people. Ninety-two Spanish-speaking families having children in the primary grades of Bridgeport public schools were interviewed for this study. Names and addresses of these families' children were obtained from five schools in various areas of Bridgeport in proportion to the concentration of such students in each school. Fifty percent of the sample were Model Cities Neighborhood residents. The Zirkel-Greene Home Interview Schedule was the instrument used for this study, this instrument being available in English and Spanish forms. Basically, it includes items that deal with factors of parental perception and family background that relate to the education of Spanish-speaking pupils. Since the interviews were conducted for the most part during the afternoons, mothers responded in about 87 percent of the interviews. Fathers participated in about 16 percent of the interviews. An adult other than a parent participated in about 9 percent of the interviews. (Author/JM)

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THE FAMILY BACKGROUND OF PUERTO RICAN STUDENTS:
An Analysis of Educationally Relevant Variables

PREFACE

This study was supported by a CONNCORD research grant from the Higher Education Center for Urban Studies. The authors are indebted to the following organizational representatives for their cooperation in the planning and implementation of the study:

Mr. E. L. Strickland, Director of Evaluation
Bridgeport Model Cities

Mr. Antonio Díaz, Deputy Director
Bridgeport Urban Coalition

Miss Virginia Lity, Coordinator of ESL and Bilingual Education, Bridgeport Public Schools

Mr. Feliciano Martoral, Director
Adult Learning Center, Bridgeport Public Schools

Mr. Daniel Donofrio, Director
Bridgeport Adult Education Department

Particular thanks go to Bridgeport Model Cities for making it possible for this study to be published and disseminated to all parties interested in improving the educational opportunities of Spanish-speaking students.

The authors express special appreciation to the following bilingual teachers in Bridgeport who collected the interview data which constitute the basis for this report:

Miss Ceneida Alejos — Waltersville School
Miss Evelyn Velilla — Longfellow School
Miss María Machuca — Franklin School
Mr. Clotilde Aponte — Elias Howe School
Mrs. Myrna Murphy — Elias Howe School
Miss Gloria Negrón — McKinley School
Mrs. Sylvia Ortega — Waltersville School

The authors are extremely grateful to John DiRoma for his creative protography efforts. The neighborhood of the subjects as well as various phases of the study are aptly depicted in the action photos presented herein.

Finally, our thanks go to the Puerto Rican parents in Bridgeport who shared their concern for the education of their children with us.

JFG — PAZ

INTRODUCTION

The Spanish-speaking student population in Connecticut has more than doubled in the past five years. Within this significant growth, the proportion of Spanish-speaking students in Bridgeport's schools is the highest in the State (Connecticut, 1971).* To meet the educational needs of the Spanish-speaking population in Bridgeport, several steps have been taken by the Bridgeport Public Schools with the assistance of the U.S. Office of Education, Bridgeport Model Cities, and the Connecticut State Department of Education. A bilingual program on the elementary school level and a storefront learning center for adult education have been established to reduce the language and cultural barriers that have impeded the progress of Spanish-speaking citizens in the pursuit of equitable educational opportunities.

The Coleman Report (1966) revealed on the national level that Puerto Rican students scored generally lower than every ethnic group (including Black-and Mexican-Americans) in such crucial areas as educational enrollment, self-concept, and verbal ability. A recent study (Zirkel and Greene, 1971) revealed a similar situation to prevail for Puerto Rican pupils in Connecticut. In this study, a sample of Puerto Rican first graders in Bridgeport and two other Connecticut cities were found to rank lower in verbal skills than Coleman's nationwide sample. However, they ranked markedly higher in nonverbal skills than every ethnic group in Coleman's study. Moreover, they scored higher in verbal ability in Spanish than in English. Further indications of the harmful linguistic and cultural obstacles facing Puerto Rican pupils in "English-only" schools were reflected in another study (Zirkel and Moses, 1971). In this study, Puerto Rican pupils in a Connecticut city evidenced a significantly lower self-concept level than both black and white peers via a self-report instrument. It would appear that a bilingual/bicultural approach, utilizing the native language of these Puerto Rican children to their advantage will alleviate these depressed and depressing levels of self-concept and educational progress. Such a bilingual/bicultural program has been established in Bridgeport on the primary grade level. Concerned parent and community organizations have supported the expansion of this program.

A cooperative relationship between the home and the school is crucial in the planning and success of bilingual/bicultural programs. However, the relevance and growth of such programs depends upon the accuracy of specific data regarding parental perceptions and family background of Puerto Rican students in relation to the direction and degree of such educational programs. Leading researchers (e.g., Fishman & Lovas, 1970; Horner, 1971) have recently stressed the need for sociolinguistic surveys as the basis for planning bilingual programs. The mutual understanding and cooperation of the family, the basic unit of the Puerto Rican social system, and the school, a basic mainland social unit, becomes crucial to the success of Puerto Rican students in the United States.

Efforts to foster this relationship which have taken an empirical approach, which have gone directly to the people, and which have utilized trained bilingual interviewers have been minimal. One of the exceptions to this unfortunate trend is a study by Hidalgo (1970). Emphasizing that "the Puerto Ricans represent a unique constellation of factors that demand a tailor-made approach if their needs are to be met (p. 8)," she reminds us that effective educational programming demands data collection and planning *with* as well as *for* Puerto Rican people. Zirkel (1972) prepared a companion study to this one, focusing on the Puerto Rican population in Hartford.• Such studies reflect possible problems and solutions for Puerto Ricans in mainland cities. Likewise, it is hoped that this study will contribute to the alleviation of the many problems encountered by the growing Puerto Rican population in cities other than and including Bridgeport.

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*The reference system in this report follows APA style. All citations are made in the text by enclosing the author's surname and publication year in parentheses. A complete list of references may be found at the end of the report, arranged alphabetically by author's surname.

•This companion study, *Puerto Rican Parents and Mainland Schools*, by P.A. Zirkel is available upon request from Hartford Model Cities, 525 Main Street, Hartford, Connecticut.

OBJECTIVES

Briefly, the purpose of this study was to construct a data base concerning the home background of Puerto Rican students as it relates to present and potential educational programs. The focus was on parental perceptions of educationally relevant variables in hopes of improving the planning and implementation of educational programs by school and community groups to better meet the needs of Puerto Rican people.

Specifically, the study sought to establish systematic data concerning these variables:

1. the educational level of the parents and their educational aspirations and expectations for their children
2. the occupational level of the parents and their occupational aspirations for their children
3. the parents' geographical origin and orientation
4. the language proficiency and dominance of key family members with regard to Spanish and English
5. the parents' attitude toward bilingualism and bilingual/bicultural education
6. the parents' interest in education in general

SUBJECTS

Ninety-two (92) Spanish-speaking families having children in the primary grades of Bridgeport public schools were interviewed for this study. Names and addresses of these families' children were obtained from five schools in various areas of Bridgeport in proportion to the concentration of such students in each school. Fifty percent of the sample were Model Cities Neighborhood residents.

INSTRUMENT

The *Zirkel-Greene Home Interview Schedule* was the instrument used for this study. This instrument is available in English and Spanish forms (see Appendix). Basically it includes items that deal with factors of parental perception and family background that relate to the education of Spanish-speaking pupils. It includes within it modified versions of two other instruments: Hoffman's (1934) *Bilingual Background Schedule* and Mosley's (1969) *Attitude Toward Bilingualism Scale.*

The Hoffman schedule was originally developed to determine the degree of language dominance in the home environments of students whose native language was not English. It has been widely used in studies involving bilingual children (e.g., Arsenian, 1937; Kaufman, 1968; Lewis & Lewis, 1965). To secure more valid results for the purposes of this study, the authors made the following modifications:

1. elimination of items that depend upon literacy
2. updating of media references (e.g., television substituted for lectures)
3. revision of item orientation so as to be administered directly to the family rather than only to the child

Similarly, the Mosley scale was revised to be more applicable to the study's population sample by substituting "Puerto Rican" for the original "Mexican-American" orientation, and by reanalyzing items and selecting them in terms of their importance to the total score.

Since the interviews were conducted for the most part during the afternoons, mothers responded in the majority (86.9%) of the interviews. Fathers participated in 16.3% of the interviews. An adult other than a parent participated in 8.7% of the interviews. Although interviewers reported interacting with the family beyond the formal administration of the instrument, the structured part of the interview averaged one hour.

PROCEDURE

The interviewers were conducted individually by seven members of the Spanish-speaking community of Bridgeport. All interviewers were proficient in both Spanish and English and had worked as teachers or paraprofessionals in the Bridgeport public schools. As previously mentioned, the instrument was available in both Spanish and English, giving the parents a choice as to the language of the interview. It should be noted that *all* of the parents wished to be interviewed in Spanish. The interviewers reported that the parents were quite interested and open, particularly when they learned that they were being interviewed concerning the education of their children.

Interviewers were asked to interview at least one adult responsible for the child's rearing, although it was suggested that the presence of other family members was to be encouraged. If such an adult was not at home or had moved, it was arranged to have the interviewer return at another time or to otherwise find the parent (unless no local forwarding address was available). In the items that referred to only one child, the parents and/or guardian were asked to focus their responses upon the student whose name was originally noted in the sample selection.

RESULTS AND DISCUSSION

The Appendix provides an item-by-item report of the results of the interviews along with the English version of the interview instrument. One of the following two sets of summarizing statistics is given for each item, according to appropriateness:

1. mean ($\bar{x}$), standard deviation (s), number of respondents (n)
2. number of respondents (n), percentage of those responding (%)

In order to maximize the information gained in this study, the sample was dichotomized with regard to residence location (Model City Neighborhood, non-Model City Neighborhood). Because this factor was not originally accounted for in the research design, extreme caution must be exercised in interpreting these results. Apparent differences in the data may not necessarily be due to Model City affiliation, because of possible intervening variables. Nevertheless, the information is partitioned according to Model City affiliation to explore any resulting differences. The first set of statistics given for each item represents the total sample. The next two sets reflect the Model City and non-Model City families, respectively.

A general analysis and discussion of the results is given in this chapter in terms of the principal categories of the study:

- educational and occupational level and aspirations
- geographic origin and orientation
- language proficiency and dominance
- attitudes toward bilingualism and bilingual/bicultural education
- interest in education in general

This chapter is based on the results of the total sample in accordance with the original purpose of the study.

EDUCATIONAL AND OCCUPATIONAL LEVEL AND ASPIRATIONS (Items 1-5)

The parents interviewed had a relatively low level of formal education; yet it was revealed that their aspirations for their children's educational achievement were comparable to those of the middle-class mainland population. Fathers had reached (on the average) slightly more and mothers slightly less than a sixth grade level of education. When asked why they had terminated their formal schooling, the majority responded that a lack of economic resources had been the overriding factor. Early termination of schooling appeared both necessary and normal for the predominant proportion of the parents.

A majority (55.5%) of the parents aspired for their children to at least complete four years of college. Not one parent aspired to have the child complete less than a high school education. Thus, in the face of apparent socio-economic and cultural-linguistic barries, these parents reflected the American Dream of success through education. In short, they seemed to want the same educational progress for their children as middle-class mainlanders.

In contrast to their high level of aspiration, only a minority (12%) realistically expected their children to finish college. Moreover, only one of the nineteen parents who idealistically aspired for their children to finish graduate or professional school actually expected them to do so. The tragic disparity between these people's ideals and the reality they face demands the attention and action of mainland educators.

The parents' prevailing attitude in terms of educational aspirations was similarly reflected in terms of their economic aspirations. The mean occupational level of the parents was within the lowest socio-economic level of Warner's (1949) revised scale. Yet, the overwhelming majority indicated that they wished their children to attain a middle-class occupational status. In addition, a substantial proportion of the parents stated that they used English at their job, but these results were inconclusive because of the small response to this item.

GEOGRAPHIC ORIGIN AND ORIENTATION (Items 6-9)

Items that deal with the geographical origin, residence, and aspirations of the family reveal the proximity of Puerto Rico in the "life space" of the parents. This orientation undoubtedly reflects underlying tendencies to maintain their cultural roots. Virtually all of the parents (96.7%) indicated that they were born in Puerto Rico, a slight majority coming from the rural area. In contrast, a majority of the children were born in an urban setting on the mainland. This difference reflects a tendency towards mobility from agricultural settings to and through industrialized areas such as San Juan, New York, and Bridgeport. Thus, these children find themselves in families and in a society in transition.

The mean length of residence in the city of Bridgeport for the responding parents was less than ten years. The fathers averaged a slightly longer period of local residence (10.3 years) than the mothers (9.2 years). It was found that the children had resided in Bridgeport on the average of five years, which constitutes the major part of their existence. While information directly related to mobility was not collected, the interviewers reported encountering evidences of mobility for the Puerto Rican population within the city.

The great majority (68.5%) of the parents aspired to return eventually to Puerto Rico, and an even greater majority (72.8%) had such aspirations for their children. The failure of the item to specify when, for how long, and for what reason they wanted them to return precludes conclusive interpretations. For example, some parents may wish for their children to return for a brief vacation in Puerto Rico some day; others, for their children to return for a more formative experience, like schooling; and others may desire to return with them permanently as soon as economically or politically propitious.

The parents surveyed indicated membership in an average of far less than one organization per family. The low level of organizational affiliation indicates that the Puerto Rican community suffers a sense of alienation and apathy within the mainland's socio-political milieu. This lack of participation may be due to the island's cultural tradition in addition to language, economic, and ethnic barriers encountered on the mainland. Puerto Ricans have a historic characteristic of "insularismo," reflected in an isolation from societal institutions. For example, they have tended to have faith in paternalistic political leaders as well as to leave education to the professionals. On the other hand, the extent of the responses to this item may have been diminished somewhat due to the fact that it required recall rather than recognition or summarization.

LANGUAGE PROFICIENCY AND DOMINANCE (Items 10-20)

Measures of language proficiency and dominance indicated generally strong self-rated skills in Spanish and more limited abilities in English for the parents. The children's ratings approached a linguistic balance, with their English literacy skills slightly surpassing the corresponding Spanish skills, in the judgment of their parents.

When asked to rate themselves in terms of their English skills (understanding, speaking, reading, writing), the fathers displayed consistently higher ratings than their spouses in oral and written abilities. However, the children were rated as generally surpassing both of their parents in English. All of their mean English ratings clustered around the lower to middle range of the 1-to-5 Likert-type scale, except for the child's aural understanding of English. Thus, neither the children nor the parents generally approached a level of handling English "pretty well," much less "excellently."

Parents rated themselves considerably higher in Spanish skills than in English skills. Fathers and mothers emerged with identical mean ratings for oral skills in Spanish. However, fathers had higher ratings in written skills in Spanish, probably due to their somewhat higher level of schooling. The parents' mean Spanish ratings clustered around the middle to upper range of the 1-to-5 scale, surpassing rather than overlapping their English ratings. In contrast, children were consistently rated below their parents in Spanish skills, particularly with regard to written skills. The differential effects of schooling seemed to be reflected in these various ratings.

The consistent overall trend of the ratings across the four skills was in the expected direction, providing evidence of the construct validity of the scale. Linguists are generally in agreement that the appropriate order of language is as follows: listening, speaking, reading, writing. Moreover, the relative ratings of the parents and children seemed to indicate a gradual movement towards English, attributable to mainland residence and schooling. Whether this process leads to assimilation, a linguistic limbo, irredentism, or full bilingualism and biculturalism will depend on several factors, including their educational experience.

An overall rating of the children's usage of Spanish and English with their peers outside of the classroom indicated a slight to moderate Spanish dominance. More specific wording to localize the domain to the neighborhood (cf. the school and home contexts) would have permitted more clear-cut conclusions. As it is, "outside the classroom," can be interpreted as still within the English-oriented domain of the school.

Although the proficiency ratings in each language and the usage ratings across languages seemed to reflect an overall Spanish dominance, particularly for the parents, the specific measures of lanuage dominance included in the instrument yielded more direct and accurate results. This study employed two measures of language dominance: the Hoffman *Bilingual Background Schedule* and a direct rating scale constructed by Zirkel. Both measures indicated a definite degree of Spanish dominance in the home environment.

The Hoffman instrument yields an overall score beteen 0 and 40 in proportion to the extent of Spanish usage in the home environment. A score of 0 indicates that Spanish is "NEVER" used in the home and implies in such a situation that, instead, the family is exposed entirely to English in the home. Conversely, a score of 40 indicates that Spanish is "ALWAYS" the language of interaction and exposure in the family environment. Scores of 10, 20, and 30 indicate points on the continuum corresponding to average answers of "SOMETIMES," "OFTEN," and "MOSTLY," respectively.

The overall mean for the 92 families surveyed was 22.50, indicating that Spanish was used on an average between "OFTEN" and "MOSTLY" in the family background of the child. Thus, the results of the Hoffman schedule revealed a familiar context of conclusive but not exclusive Spanish dominance.

The dominance rating scale is more direct than the Hoffman schedule. It clearly delineates and describes a 1-to-5 continuum measuring ability in Spanish relative to ability in English. The midpoint on the scale, a rating of 3, indicates a balance between the two languages. The requested ratings were limited to the aural-oral skills (viz., understanding and speaking), since they constitute the basis for bilingualism and since ratings for the reading and writing skills

are more subject to the obscuring effect of differential educational opportunities. Thus, literacy was eliminated in both measures as a probably intervening variable, and dominance was defined within the context of oral language abilities.*

The results in the dominance rating scale confirmed the clear-cut Spanish dominance of both parents. The mothers reflected an even stronger Spanish dominance than the fathers, apparently due to their lower ratings in aural-oral proficiency in English as indicated in item 10. The mothers rated themselves as understanding and speaking Spanish much better than English; whereas fathers were rated as understanding and speaking Spanish somewhat better than English. The children were rated as having less pronounced but still prevailing Spanish dominance. Their ratings approached the point of bilingual balance, but still were in the direction of Spanish dominance. Although not included, one would expect a dominance in the direction of English for their reading and writing skills in the light of the children's proficiency ratings and their predominantly English-medium education. Their overall oral Spanish dominance might be used in a bilingual approach as a vehicle rather than obstacle to learning (e.g. reading) to bridge the gap to scholastic success.

*Further research and development of this rating scale is planned by the authors to take into consideration Fishman's (1969) sociolinguistic differentiation of dominance into the contexts of education, religion, neighborhood and home.

ATTITUDE TOWARD BILINGUALISM AND BILINGUAL/BICULTURAL EDUCATION (Items 21-44):

The various measures of parental attitudes toward bilingualism and bilingual/bicultural education revealed an overwhelming majority of the parents to be clearly in favor of both.

The Mosley *Attitude Toward Bilingualism Scale* yields a score between 1 (negative) and 5 (positive). This score is an average of the responses to 20 items designed to measure one's attitude toward Spanish-English bilingualism for Puerto Rican and "Anglo" pupils. Some items are stated negatively, so as to prevent "response set," or transferring the same answers from the first items to the others. The mean score of the parents responding was 4.36. Thus, the respondents revealed themselves to be strongly in favor of Spanish-English biligualism for Puerto Ricans as well as for other Anglo-Americans.

Items 41 and 42 relate the issue of Spanish-English bilingualism more directly to the education of Puerto Rican pupils. When asked to choose between Spanish and English as a goal of education, the overwhelming majority of the parents responding opted for the equal importance of the two languages in terms of oral skills (91.3%) as well as literacy (90.2%). A much lesser proportion chose either English (6.5% and 5.4%) or Spanish (2.2% and 4.3%) alone as the preferable end of instruction.

Bilingual education involves the use of Spanish and English as means as well as ends of instruction. Moreover, it necessitates instruction in the native as well as second culture of the pupils so that they may be bicultural as well as bilingual. An overwhelming majority (85.9%) of the parents responding favored bilingual instruction for their own children and a virtually unanimous (97.8%) affirmed the value of including Puerto Rican history and culture in the school curriculum.

Further, research on bilingual/bicultural education involving English — as well as Spanish-speaking parents and involving more detailed items would be worthwhile. Meanwhile, educational effectiveness awaits closure between the desires of Puerto Rican parents and the educational opportunities for their children.

INTEREST IN EDUCATION (Items 45-51):

The parents revealed a keen interest in education despite their socio-economic and linguistic barriers to equal and equitable opportunities. They visited the school an average of 3.5 times during the school year, a high figure relative to their pressing socio-economic problems and to the lack of Spanish-speaking teachers and administrators in the schools. More specific questions as to reasons and results of their visits would be further enlightening.

That over 58% of the children watched "Sesame Street" tends to indicate a reinforcement of the importance of education in the home. The failure to ascertain the availability of television sets and the appropriate television channel for this program precludes more specific interpretation.

A more direct indication of the parents' interest can be seen in the results of item 47. Over 54 percent of the parents professed an interest in continuing their education. Subsequent information obtained from the fifty affirmative respondents reveals the strong interest areas to include language courses (Spanish as well as English), high school equivalency preparation, and sewing. Evening classes during the first part of the week were deemed as the most convenient time for attending such classes.

Despite what may seem to some as a plethora of adult education opportunities in public school and manpower training programs, only two respondents indicated that they were presently enrolled in educational programs. The difference between the number of interested parents and the number actually enrolled may be due to the lack of programs specifically tailored to the linguistic and cultural background of the Puerto Rican community. For example, of the parents indicating and then specifying a preference in the final item, a majority preferred a Spanish or Puerto Rican instructor. Perhaps a bilingual/bicultural approach may prove worthwhile for the education of Puerto Rican parents as well as for that of their children.

CONCLUSIONS AND RECOMMENDATIONS

This study is intended to be descriptive rather than prescriptive. Its purpose is to provide empirical and educationally relevant data to persons responsible for decisions concerning the educational opportunities of our Spanish-speaking citizenry.

Without infringing on the decision-making sector, the authors feel that certain salient conclusions and recommendations are worthy of mention. The overall conclusion is that the family background of Puerto Rican pupils provides a solid basis for a bilingual/bicultural approach to effective education. With regard to educational and economic status, Spanish-speaking parents have reached a limited level but have high hopes for their children. Although virtually all of the parents were born in rural Puerto Rico, their offspring tend to have been born and reared in urban America. Yet their geographic and cultural background are far from forgotten. The home environment is clearly Spanish-dominant. The pupils tend to approach a balance between their Spanish and English skills. Their leaning toward Spanish with respect to oral skills and social usage indicate that their native language as well as culture should not be ignored or suppressed in their educational opportunities for full self-and social-realization. That the parents were strongly interested, involved, and in favor of such an educational program was evident.

The recommendations of this report's sister study (Zirkel, 1972) bear repeating in light of the reinforcing results of this study:

1. That the bilingual/bicultural program be expanded and improved.
2. that more Spanish-speaking staff who are relevant and responsive to the needs of Puerto Rican pupils in mainland schools be trained and hired.
3. that more realistic and relevant curriculum be developed and implemented.
4. that more effective methods of selection, training and accountability of teachers of Puerto Rican pupils in mainland schools be developed and implemented.
5. that a follow-up form be developed and used for intra-and inter-city mobility of Puerto Rican pupils.
6. that reform be extended beyond the schools to other areas affecting Puerto Rican families.
7. that a more comprehensive and concrete community-school relationship be established in both directions.

In summary, Puerto Rican parents place a high value on education despite the socio-economic and cultural-linguistic barriers they face on the mainland. It is incumbent upon mainland educators to capitalize on the assets in the background of these pupils to the benefit of our multi-cultural society and citizenry.

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APPENDIX

ZIRKEL-GREENE HOME INTERVIEW SCHEDULE

Data Code:

Total Sample;

Model Cities Residents;

(non-Model Cities Residents)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

ZIRKEL-GREENE HOME INTERVIEW SCHEDULE

Name of child: _____

Child's school: _____

Child's regular teacher: _____

Child's home address: _____

_____

Name of interviewer: _____

Parents interviewed:

father: 3, 3.3%; 0, 0%; (3, 6.5%)

mother: 68, 73.9%; 33, 71.7%; (35, 76.1%)

both father and mother: 12, 13.0%; 6, 13%; (6, 13%)

other: 8, 8.7%; 6, 13.0%; (2, 4.3%)

NR*: 1, 1.1%; 1, 2.2%; (0, 0.0%)

Date of interview: _____

Duration of interview: $\bar{x}$=59.5, s=10.3, n=87; $\bar{x}$=59.8, s=14.0, n=41; ($\bar{x}$=59.2, s=5.0, n=46)
(in minutes)

The purpose of this interview is to improve the educational opportunities of Spanish-speaking residents of Bridgeport. 100 families who have children in the Bridgeport public schools are being asked to answer the following questionnaire as best and completely as possible. All information will be reported anonymously; so please be open and honest. The Bridgeport public schools, adult education division, Model Cities program, and Urban Coalition are all sponsoring this effort to improve their educational programs for you and your children. Any particular questions can be directed to the following people:

- Mr. Feliciano Martoral - Director, Bridgeport Adult Learning Center 335-5292
- Mr. E.L. Strickland - Bridgeport Model Cities Program 333-8551 Ext. 697
- Miss Virginia Lity - Coordinator, Bridgeport Bilingual and English as a Second Program 333-8551 Ext. 213
- Dr. John F. Greene - Asst. Professor, University of Bridgeport 384-0711 Ext. 718
- Mr. Antonio Diaz - Deputy Director, Bridgeport Urban Coalition 368-2576

* NR: no response

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

1. Indicate the highest grade completed by each of the following family members by circling the appropriate number after each applicable member:

MEMBER:	LEVEL
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Father	$\bar{x}$=6.5, s=3.5, n=74; $\bar{x}$=6.0, s=3.4, n=41; ($\bar{x}$=7.2, s=3.6, n=33)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Mother	$\bar{x}$=5.7, s=3.3, n=82; $\bar{x}$=5.4, s=3.0, n=38; ($\bar{x}$=5.9, s=3.6, n=44)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
(Child)	$\bar{x}$=2.2, s=1.6, n=88; $\bar{x}$=2.0, s=1.5, n=45; ($\bar{x}$=2.3, s=1.7, n=43)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Youngest Brother	$\bar{x}$=1.2, s=2.9, n=56; $\bar{x}$=.89, s=2.4, n=27; ($\bar{x}$=1.5, s=3.4, n=29)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Oldest Sister	$\bar{x}$=5.6, s=3.4, n=62; $\bar{x}$=5.7, s=3.3, n=27; ($\bar{x}$=5.5, s=3.5, n=35)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Youngest Sister	$\bar{x}$=.52, s=2.1, n=50; $\bar{x}$=.45, s=2.5, n=29; ($\bar{x}$=.62, s=1.7, n=21)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____
Oldest Brother	$\bar{x}$=5.6, s=3.8, n=57; $\bar{x}$=5.8, s=4.3, n=29; ($\bar{x}$=5.5, s=3.4, n=28)
	0 K 1 2 3 4 5 6 7 8 9 10 11 12 I II III IV + _____

2. If you could have your wish and (child) had the opportunity, how far would you like (child) to go in school. (CHECK ONE)

finish elementary school	0, 0%; 0, 0%; (0, 0%)
finish junior high school	0, 0%; 0, 0%; (0, 0%)
finish vocational school after junior high school	2, 2.2%; 0; 0%; (2, 4.3%)
finish regular high school	25, 27.2%; 6, 13.0%; (19, 41.3%)
finish 2-year college or post high school vocational training	14, 15.2%; 9, 19.6%; (5, 10.9%)
finish 4-year college	32, 34.8%; 14, 30.4%; (18, 39.1%)
finish graduate or professional school	19, 20.7%; 17, 37.0%; (2, 4.3%)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

3. Since things don't always turn out the way we want them to, how far do you think (child) will probably our actually go in school? (CHECK ONE)

finish elementary school	2, 2.2%; 1, 2.2%;(1, 2.2%)
finish junior high school	8, 8.7%; 1, 2.2%;(7, 15.2%)
finish vocational school after junior high school	9, 9.8%; 4, 8.7%;(5, 10.9%)
finish regular high school	50, 54.3%; 23, 50%;(27, 58.7%)
finish 2-year college or post high school vocational training	10, 10.9%; 9, 19.6%;(1, 2.2%)
finish 4-year college	10, 10.9%; 7, 15.2%;(3, 6.5%)
finish graduate or professional school	1, 1.1%; 1, 2.2%;(0, 0%)
No Response	2, 2.2%; 0, 0%; (2, 4.3%)

4. What is your occupation at the present time:

Father: *$\bar{x}$=6.4, s=.84, n=92; $\bar{x}$=6.3, s=.77, n=46;($\bar{x}$=6.5, s=.79, n=46)

Mother: *$\bar{x}$=6.8, s=.54, n=92; $\bar{x}$=6.8, s=.55, n=46;($\bar{x}$=6.8, s=.53, n=46)

Principal language used at job:

Father: Sp. 8, 8.7%; 4, 8.7%;(4, 8.7%)
Eng. 45, 48.9%; 25, 54.3%;(20, 43.5%)
NR 39, 42.4%; 17, 37.0%;(22, 47.8%)

Mother: Sp. 7, 7.6%; 3, 6.5%,(4, 8.7%)
Eng. 13, 14.1%; 6, 13.0%;(7, 15.2%)
NR 72, 78.3%; 37, 80.4%,(35, 76.1%)

5. When (child) is grown up, what kind of job would you like him/her to have (give examples) ?

*$\bar{x}$=4.0, s=2.1, n=92; $\bar{x}$=3.0, s=1.9, n=46; ($\bar{x}$=5.0, s=1.7, n=46)

*Based on Warner's Scale (1-high, 7-low)

6. Indicate the country (e.g., U.S. or P.R.) and setting (urban v. rural), of birth for each of the following family members.

Indicate the number of years and cities of residence in the U.S. for each of the following family members.

	Country:	Setting (check one):	Bridgeport Residence (years):
Father	PR 89, 96.7% 46, 100% (43, 93.5%) US 0, 0% 0, 0% (0, 0%) NR 3, 3.3% 0, 0% (3, 6.5%)	urban 39, 42.4% rural 50, 54.3% NR 3, 3.3% 20, 43.5% 26, 56.5% 0, 0% (19, 41.3%) (24, 52.2%) (3, 6.5%)	$\bar{x}$=10.3, s=7.8, n=73 $\bar{x}$=9.7, s=8.2, n=37 ($\bar{x}$=11.0, s=7.4, n=36)
Mother	PR 86, 96.7% 45, 97.8% (41, 89.1%) US 1, 1.1% 1, 2.2% (0, 0%) NR 5, 5.4% 0, 0% (5, 10.9%)	urban 33, 35.9% rural 52, 56.5% NR 7, 7.6% 12, 26.1% 31, 67.4% 3, 6.5% (21, 45.7%) (21, 45.7%) (4, 8.7%)	$\bar{x}$=9.2, s=6.4, n=78 $\bar{x}$=9.1, s=6.5, n=36 ($\bar{x}$=9.3, s=6.3, n=42)
(Child)	PR 36, 39.5% 21, 45.7% (15, 32.6%) US 53, 57.6% 25, 54.3% (28, 60.9%) NR 3, 3.3% 0, 0% (3, 6.5%)	urban 73, 79.3% rural 15, 16.3% NR 4, 4.3% 35, 76.1% 10, 21.7% 1, 2.2% (38, 87.6%) (5, 10.9%) (3, 6.5%)	$\bar{x}$=4.9, s=2.9, n=71 $\bar{x}$=4.8, s=2.8, n=32 ($\bar{x}$=4.9, s=3.1, n=39)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

7. Indicate if you would like to eventually return to Puerto Rico:

Yes 63, 68.5%; 26, 56.5%; (37, 80.4%)
No 27, 29.3%; 19, 41.3%; (8, 17.4%)
NR 2, 2.2%; 1, 2.2%; (1, 2.2%)

8. Indicate if you would like (child) to eventually return to Puerto Rico:

Yes 67, 72.8%; 29, 63.0%; (38, 82.6%)
No 25, 27.2%; 17, 37%; (8, 17.4%)

9. Does either of you belong to any social, political, educational or other organizations? (Please list)

x=.3, s=.5, n=92; x=.3, s=.5, n=46; (x=.3, s=.5, n=46)

10. Indicate the level of language ability in English and Spanish by putting one of the following numbers in each column:

1. not at all
2. a little
3. some
4. pretty well
5. excellently

	Understands English	Speaks English	Reads English	Writes English
Father	$\bar{x}$=3.0, s=1.3, n=82 $\bar{x}$=2.9, s=1.4, n=44 ($\bar{x}$=3.1, s=1.2, n=38)	$\bar{x}$=2.9, s=1.3, n=84 $\bar{x}$=2.8, s=1.4, n=44 ($\bar{x}$=3.0, s=1.2, n=40)	x=2.5, s=1.4, n=83 x=2.6, s=1.4, n=43 (x=2.4, s=1.3, n=40)	$\bar{x}$=2.2, s=1.3, n=83 $\bar{x}$=2.3, s=1.4, n=43 ($\bar{x}$=2.2, s=1.3, n=40)
Mother	$\bar{x}$=2.3, s=1.1, n=84 $\bar{x}$=2.1, s=.97, n=46 ($\bar{x}$=2.6, s=1.1, n=38)	$\bar{x}$=2.1, s=1.2, n=90 $\bar{x}$=2.0, s=1.0, n=46 ($\bar{x}$=2.3, s=1.3, n=44)	$\bar{x}$=1.9, s=1.1, n=90 $\bar{x}$=1.8, s=.87, n=46 ($\bar{x}$=2.1, s=1.3, n=44)	x=1.9, s=1.1, n=90 $\bar{x}$=1.7, s=.90, n=46 ($\bar{x}$=2.1, x=1.3, n=44)
(Child)	$\bar{x}$=3.9, s=1.2, n=84 $\bar{x}$=3.5, s=1.2, n=46 ($\bar{x}$=3.1, s=1.1, n=38)	$\bar{x}$=3.2, s=1.3, n=90 $\bar{x}$=3.4, s=1.2, n=46 ($\bar{x}$=2.9, s=1.2, n=44)	x=2.3, s=1.3, n=90 $\bar{x}$=2.1, s=1.3, n=46 ($\bar{x}$=2.5, s=1.2, n=44)	$\bar{x}$=2.3, s=1.3, n=90 $\bar{x}$=2.2, s=1.3, n=46 ($\bar{x}$=2.4, s=1.1, n=44)
	Understands Spanish	Speaks Spanish	Reads Spanish	Writes Spanish
Father	$\bar{x}$=4.5, s=.61, n=83 $\bar{x}$=4.7, s=.62, n=44 ($\bar{x}$=4.3, s=.53, n=39)	$\bar{x}$=4.5, s=.57, n=83 $\bar{x}$=4.7, s=.56, n=44 ($\bar{x}$=4.3, s=.53, n=39)	x=4.1, s=1.2, n=82 x=4.1, s=1.4, n=43 (x=4.1, s=.86, n=39)	x=4.0, s=1.2, n=82 $\bar{x}$=4.0, s=1.4, n=43 (x=4.0, s=.92, n=39)
Mother	$\bar{x}$=4.5, s=.55, n=89 $\bar{x}$=4.7, s=.50, n=46 ($\bar{x}$=4.3, s=.52, n=43)	$\bar{x}$=4.5, s=.57, n=89 $\bar{x}$=4.7, s=.55, n=46 ($\bar{x}$=4.3, s=.51, n=43)	x=3.8, s=1.3, n=89 x=4.0, s=1.4, n=46 ($\bar{x}$=3.6, s=1.3, n=43)	x=3.8, s=1.4, n=89 x=3.9, s=1.4, n=46 (x=3.6, s=1.3, n=43)
(Child)	$\bar{x}$=3.7, s=.97, n=90 $\bar{x}$=3.9, s=.97, n=46 ($\bar{x}$=3.6, s=.95, n=44)	$\bar{x}$=3.7, s=1.1, n=90 $\bar{x}$=3.9, s=.97, n=46 ($\bar{x}$=3.5, s=1.1, n=44)	x=2.0, s=1.2, n=90 x=2.0, s=1.2, n=46 (x=2.0, s=1.2, n=44)	x=1.9, s=1.2, n=90 x=1.8, s=1.1, n=46 ($\bar{x}$=2.0, s=1.2, n=44)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

11. What language does (child) speak when with friends outside of class? (CHECK ONE)

1 always Spanish

2 mostly Spanish — $\bar{x}$=2.95, s=1.37, n=88

3 roughly equal amount of Spanish and English — $\bar{x}$=3.18, s=1.73, n=44 ($\bar{x}$=2.73, s=1.44, n=44)

4 mostly English

5 always English

12. Indicate the language dominance of each of the following family members in the areas of understanding (comprehension) and speaking (expression) by having them choose the appropriate number:

1 2 3 4 5

SPANISH /_____/_____/_____/_____/ ENGLISH

1 Can understand / speak Spanish much better than English.

2 Can understand / speak Spanish a little better than English.

3 Can understand / speak Spanish and English about the same amount.

4 Can understand / speak English a little better than Spanish.

5 Can understand / speak English much better than Spanish.

	Understanding:	Speaking:
Father	$\bar{x}$=1.9, s=1.0, n=82 $\bar{x}$=2.0, s=1.1, n=43 ($\bar{x}$=1.7, s=1.0, n=39)	$\bar{x}$=1.8, s=1.0, n=81 $\bar{x}$=1.9, s=1.0, n=42 ($\bar{x}$=1.8, s=1.0, n=39)
Mother	$\bar{x}$=1.5, s=.90, n=87 $\bar{x}$=1.4, s=.8, n=44 ($\bar{x}$=1.5, s=1.0, n=43)	$\bar{x}$=1.5, s=.93, n=86 $\bar{x}$=1.5, s=.9, n=43 ($\bar{x}$=1.5, s=1.0, n=43)
Child	$\bar{x}$=2.6, s=1.4, n=87 $\bar{x}$=2.6, s=1.4, n=44 ($\bar{x}$=2.6, s=1.4, n=43)	$\bar{x}$=2.6, s=1.5, n=85 $\bar{x}$=2.6, s=1.5, n=42 ($\bar{x}$=2.6, s=1.5, n=43)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

Hoffman Bilingual Background Inventory:

$\bar{x}$=22.5, s=7.5, n=91; $\bar{x}$=23.0, s=7.5, n=45; ($\bar{x}$=22.0, s=7.5, n=46)

Indicate the response to the following 14 questions by underlining the appropriate answer.

13. Do the following speak to (child) in any language other than English?

	0	1	2	3	4
(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c) Grandfather	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(d) Grandmother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(e) Brothers and Sisters.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(f) Relatives	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

14. Does (child) speak to the following in any language other than English?

(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c) Grandfather	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(d) Grandmother	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(e) Brothers and Sisters.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(f) Relatives	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

15. Does (child's) FATHER speak to the following in any language other than English?

(a) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Brothers and Sisters.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

16. Does (child's) MOTHER speak to the following in any language other than English?

(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Brothers and Sisters.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

17. Do (child's) BROTHERS AND SISTERS speak to the following in any language other than English?

(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

18. Do the following watch television in a language other than English?

	0	1	2	3	4
(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c) (Child)	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

19. Do the following go to the movies where films are given in a language other than English?

(a) Father.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(b) Mother.	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS
(c) (Child)	NEVER	SOMETIMES	OFTEN	MOSTLY	ALWAYS

20. Are radio programs which are given in a language other than English listened to in your home?

NEVER SOMETIMES OFTEN MOSTLY ALWAYS

Mosley Attitude toward Bilingualism Scale:

$\bar{x}$=4.36, s=.28, n=90; $\bar{x}$=4.35, s=.27, n=46; ($\bar{x}$=4.38, s=.30, n=44)

Indicate the response to the following 20 questions by putting one of the following numbers after each one:

1. No, of course not
2. I don't think so
3. Neither yes nor no
4. I think so
5. Yes, of course

21. Being bilingual (being able to understand or speak two languages) has more advantages than disadvantages. . . . . .____

22. Both Puerto Ricans and Anglo-Americans should be bilingual . . . . . .____

23. Puerto Rican children should try to forget Spanish so they can improve their English. . . . . .____

24. Being able to converse in two languages is a satisfying experience . . . .____

25. If properly educated, Puerto Rican children have an unusual opportunity to become truly bilingual . . . . . .____

26. A good school will encourage the learning of Spanish and the learning of English on the part of all pupils attending. . . . . .____

27. Learning to speak two languages takes more time than it is worth . . . . .____

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

28. Being bilingual is a source of pride. . . . . ____

29. Bilinguals are happier than those who speak only one language . . . . . ____

30. Bilingualism is so important in Connecticut that all Connecticut schools should try very hard to teach both English and Spanish to every child. . . . . ____

31. Bilingualism is a handicap. . . . . ____

32. Puerto Ricans can enjoy the best of two cultures if they are properly educated and learn both English and Spanish . . . . . ____

33. One has to just about become an Anglo and cut himself off from the Puerto Rican community if he wants to become good with English . . . . . ____

34. Puerto Ricans are proud of being able to speak English . . . . . ____

35. People who speak more than one language have cultural advantages. . . . . ____

36. Bilingualism is a valuable tool which Puerto Ricans should learn to use well. . ____

37. Bilingual people can be of more help than monolinguals in solving the world's problems. . . . . ____

38. Many adults should study and learn a second language. . . . . ____

39. It is not worthwhile for an adult to study a second language because he will always have an accent. . . . . ____

40. Most people of great influence know only one language, which indicates that schools should do a good job of teaching just one language. . . . . ____

41. Which language do you feel it's more important for (child) to learn to speak and understand? (CHECK ONE)

Spanish	2, 2.2%; 1, 2.2%;	(1, 2.2%)
English	6, 6.5%; 2, 4.3%;	(4, 8.7%)
Both equally important	84, 91.3%; 43, 93.5%;	(41, 89.1%)

42. Which language do you feel is more important for (child) to learn to read and write? (CHECK ONE)

Spanish	4, 4.3%; 2, 4.3%;	(2, 4.3%)
English	5, 5.4%; 2, 4.3%;	(3. 6.5%)
Both equally important	83, 90.2%; 42, 91.3%;	(41, 89.1%)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

43. Do you feel it worthwhile to have Puerto Rican history and culture taught in school here? (CHECK ONE)

Yes 90, 97.8%; 45, 97.8%;(45, 97.8%)

No 1, 1.1%; 1, 2.2%;(0, 0%)

NR 1, 1.1%; 0, 0%;(1, 2.2%)

44. Do you feel it worthwhile to teach Spanish-speaking children their basic subjects in Spanish until they learn enough English? (CHECK ONE)

Yes 79, 85.9%; 40, 87%;(39, 84.8%)

No 12, 13.0%; 6, 13.0%;(6, 13.0%)

NR 1, 1.1%; 0, 0%;(1, 2.2%)

45. How many times did either of you visit the school this (1970-71) school year? (CHECK ONE)

$\bar{x}$=3.5; s=1.8, n=88
$\bar{x}$=3.8, s=1.9, n=45
($\bar{x}$=3.3, s=1.8, n=43)

0_____
1_____
2_____
3_____
4_____
5_____

46. Does (child) watch "Sesame Street" on television? (CHECK ONE)

Yes 54, 58.7%; 27, 58.7%;(27, 58.7%)

No 33, 35.9%; 17, 37.0%;(16, 34.8%)

NR 5, 5.4%; 2, 4.4%;(3, 6.5%)

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

An Adult Learning Center offering all types of courses for adults has just opened at 350-354 Stratford Avenue (corners of East Main Street). The center will be open fro from 9:00 a.m. to 9:00 p.m. and requests the following information to better serve you:

47. Are you interested in continuing your education? (CHECK ONE)

Yes	50, 54.3%;	25, 54.3%;	(25, 54.3%)
No	37, 40.2%;	17, 37.0%;	(20, 43.5%)
NR	5, 5.4%;	4, 8.7%;	(1, 2.2%)

48. If yes, please indicate which of the following possible subjects you would like to take at the Adult Learning Center?(CHECK EACH ONE DESIRED)

English as a Second Language			
Beginning	21;	12;	(9)
Intermediate	9;	3;	(6)
Advanced	2;	1;	(1)
Spanish			
Beginning	8;	4;	(4)
Intermediate	3;	0;	(3)
High School Equivalency Preparation			
English	10		
Math	12		
History	6		
Government	5		
Civics	4		
Business subjects			
Consumer Education (for example, how to be a wise consumer, get and hold a job, prepare tax forms, and wise use of money and credit)	1		
Secretarial skills (for example, typing, stenography, business-letter writing)	9		

Data Code: Total Sample; Model Cities Residents; (non-Model Cities Residents)

Culture and recreation

Studio art (painting and drawing)		0
Drama workshop		0
Puerto Rican history and literature		1
FCC licensing for radio broadcasting		0
Sewing		25
Cooking		6
Use of library (including free library card)		1
Other_____	Auto mechanic	1
	Social work	1
	Nursing	1

49. What are the most convenient days and hours for you to attend classes:

Days: Sun., 1; Mon., 9; Tues., 6; Wed., 2; Thurs., 1; Fri., 4; Sat., 1.

Hours: morning, 5; early afternoon, 4; late afternoon(after 2), 8; evening, 21.

50. Are you now enrolled in another Adult Education class?

No 46

Yes 2

Class Equivalency

51. Do you have any particular preferences as to the language background, sex, etc., of teachers for adult classes?

No 33; 14; (20)

Yes 14; 13; (5)

Comment: Spanish 3; Puerto Rican 4; English 2; Bilingual 1; Female 2.